

DOCUMENT RESUME

ED 235 386

CE 037 333

TITLE A Guide for Prevocational Education Programs in South Carolina.

INSTITUTION South Carolina State Dept. of Education, Columbia. Office of Vocational Education.

PUB DATE 83

NOTE 29p.

PUB TYPE Guides - Non-Classroom Use (055)

EDRS PRICE MF01/PC02 Plus Postage.

DESCRIPTORS Behavioral Objectives; Career Education; *Curriculum Development; Educational Equipment; Educational Facilities Planning; Educational Policy; Evaluation Criteria; *Instructional Development; Junior High Schools; *Prevocational Education; *Program Development; Safety; Safety Education; Secondary Education; Standards; Vocational Education

IDENTIFIERS South Carolina

ABSTRACT

Intended for school administrators and prevocational education teachers, this guide provides information, program standards, policies, and concepts for a prevocational education program. The information is designed to aid in formulating a valid perception of prevocational education and to serve as a reference for program planning and curriculum and instructional preparation. In the first two sections are provided concepts for prevocational education (philosophy, definition, description, and purpose) and principal and comprehensive objectives. Material in the section on program planning and development deals with policies, standards, and concepts necessary to maintain and improve existing programs and to plan new programs. Topics covered include state board policy, prevocational education personnel, professional staff development, the advisory committee, curriculum and instructional development, the "world of work" unit, occupational information, occupational orientation and exploration, guidance services and procedures, instructional plans, alternative instructional plans, instructional materials, the safety education program, and safety considerations. Educational specifications are detailed in the section on physical facilities and equipment. The final section lists program standards and evaluation criteria. Appendixes include program objectives, a description of the Prevocational Education Kit Delivery-Return System, and curriculum and instructional evaluation criteria. (YLB)

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A
GUIDE
FOR
PREVOCATIONAL EDUCATION
PROGRAMS
IN
SOUTH CAROLINA

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1983

ACKNOWLEDGMENTS

The Office of Vocational Education acknowledges with sincere appreciation the cooperation and assistance given by the following individuals in the developmental process of this guide for prevocational education programs in the state of South Carolina.

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INTRODUCTION

The intent of this guide is to provide information, program standards, policies and concepts for school administrators and prevocational education teachers. This information should aid in formulating a valid perception of prevocational education and serve as a reference for program planning and curriculum and instructional preparation.

The process of occupational decision making is a vital and essential part of the student's educational development and should be regarded as such by educators dedicated to teaching youth to be self-reliant, socially adjusted, and economically efficient. In order to have an effective statewide prevocational education program, it is important that public school officials, administrators, guidance counselors, and prevocational education teachers have an adequate knowledge of program planning and development.

The prevocational education program is designed to assist students in making meaningful and realistic career choices based on self-awareness and the knowledge of different occupations. Prevocational education is available to all ninth or tenth grade students without regard to sex, race, religion, creed, national origin, economic level, or social status.

CONCEPTS FOR PREVOCATIONAL EDUCATION

Philosophy

Prevocational education is a vital and indispensable component in the educational development process necessary for an individual to become self-reliant, socially adjusted, and economically efficient. Career decision making is a problem for most young people. Professional educators generally agree that the most difficult decision the majority of secondary school age youth have to make is a valid, realistic and meaningful career choice for occupational preparation. Most youth are not aware of the requirements of a specific occupation, nor are they aware of the future employment outlook, and the social and psychological factors related to different occupations.

Prevocational education is designed to provide occupational orientation, information, and exploration through developmental learning activities in a variety of different occupational areas including the "World of Work." Prevocational education is an integral part of vocational education. In fact, it is the first and most important phase of the career preparation process for secondary school students. A correct or incorrect career choice based on self-awareness and knowledge of the occupation could affect an individual for life. Therefore, it is important that each prevocational education teacher strive to have the best program possible.

Definition

PREVOCATIONAL EDUCATION — An orientation program covering a variety of different occupational areas, occupational information, exploration and guidance and designed to assist each individual's awareness of his/her abilities, interests, and aptitudes to select one or more career choices.

Description

Prevocational education provides various learning activities and experiences organized in an instructional program to aid individuals in the career decision-making process. The program provides: (1) evidence of the person's abilities, interests, and aptitudes, (2) occupational orientation and information, (3) occupational exploration, (4) the relationship between occupations and self, and (5) a means for persons to receive education and training based on career choice(s). The occupational areas for exploration are Agriculture Education, Business Education, Marketing and Distributive Education, Health Occupations Education, Home Economics Education, and Trade and Industrial Education.

Purpose

The purpose of prevocational education is to help students in the decision-making process to choose an occupation for career preparation.

PREVOCATIONAL EDUCATION OBJECTIVES

Principal Objectives

The principal objectives in prevocational education are to develop self-awareness; to foster knowledge concerning a variety of occupations; to understand the function of education and the relationship of career opportunities to students' abilities, interests, and aptitudes; and to guide persons to make decisions about career choice(s).

Comprehensive Objectives

1. To provide developmental learning activities related to the "World of Work," the necessity for economic activity and productivity, the need for different types of occupations, the requirements for job entry, and the relationship among these components for career decision making.
2. To provide occupational orientation, information, and exploration in Agriculture Education, Home Economics Education, Health Occupations Education, Trade and Industrial Education, Marketing and Distributive Education, and Business Education.
3. To provide practical or hands-on experience in the different occupational service areas.
4. To develop an understanding of the fundamental economic principles of the American System.
5. To develop desirable attitudes and practices for safety and health, for the "World of Work," for classroom/laboratory activities, and for experiences.
6. To develop the communicative, computative, and quantitative knowledge and skills necessary for successful vocational education preparation.

PROGRAM PLANNING AND DEVELOPMENT

The first and most important factor to consider in the program planning and development process for prevocational education is the type of students accepted in the program. The presence of particular types of students dictates the educational offerings including curriculum, instructional methods, materials, equipment, and facilities needed to meet the objectives of the program.

Curriculum planners for prevocational education programs must concern themselves with the learning abilities of the students, their social and economic needs, the maturity of the students, and the specific demands of the occupation. For these reasons, it is essential for administrators and teachers to have a valid perception of the students admitted to the course.

Material in this section will deal with policies, standards and concepts necessary to maintain and improve existing programs and to plan new programs. The concepts are not the final answers for program planning and development; however, the information does represent major components essential for a successful program.

State Board Policy

According to the standards in **Defined Minimum Program for South Carolina School Districts —1980**, schools are required to provide prevocational education as an elective for students in grades nine or ten.

Prevocational education shall consist of six exploratory areas. The Office of Vocational Education has instructional materials available from which a school district may select five areas, plus the "World of Work." Schools administered under a nine-week structure may offer four exploratory areas and include the "World of Work" in each unit.

The correct interpretation of the phrase "six exploratory areas" does not mean six exploratory areas within one occupational cluster or area as opposed to the six different occupational clusters/areas. The occupational instructional cluster/areas are Agriculture Education, Home Economics Education, Health Occupations Education, Trade and Industrial Education, Marketing and Distributive Education, and Business Education.

Prevocational Education Personnel

According to **Defined Minimum Standards for South Carolina School Districts — 1980**, the following vocational education teaching areas are considered for prevocational education teacher certification.

1. Agriculture Education
2. Marketing and Distributive Education
3. Industrial Arts Education
4. Business Education
5. Home Economics Education
6. BM — Prevocational Education (refers to trade and industrial education teachers)

All trade and industrial education teachers, prior to 1975, were endorsed by the State Board of Education to teach prevocational education. After 1975, all trade and industrial education teachers must have an earned B.A. or B.S. Degree to be considered for prevocational education certification.

Professional Staff Development

Prevocational education instructional programs are diverse in nature and provide students with learning experiences in a variety of occupational clusters. The fact exists that most vocational education teachers are prepared to teach in a particular occupational cluster/area of specialization and have limited or no experience or preparation in a variety of occupational clusters. Therefore, additional "preparation" is needed to be an effective prevocational education teacher.

It is suggested that a staff development program for prevocational education teachers be developed based on the cooperation of the colleges/universities offering vocational education teacher preparation programs and the Office of Vocational Education. The purpose of this program would be to provide adequate teacher preparation and professional growth. The following courses are suggested for inclusion in the program.

1. INTRODUCTION TO PREVOCATIONAL EDUCATION — The introduction includes the history, federal and state regulations, purpose, description, definition and objectives of the subject, different occupational clusters to be incorporated in the course, and occupational information related to the occupational clusters in the course.
2. METHODS AND MANAGEMENT FOR TEACHING PREVOCATIONAL EDUCATION — This subject is designed to provide teachers with different methods of teaching a variety of different occupational clusters, laboratory management, and use of instructional modules and teaching aids.
3. OCCUPATIONAL INFORMATION — The objectives of the course are to provide valid, meaningful, and useful data with reference to positions, jobs, and occupations including duties, requirements for entrance, conditions of work, rewards offered, advancement pattern, existing and predicted supply and demands for work, and sources for occupational information.
4. CURRICULUM DEVELOPMENT FOR PREVOCATIONAL EDUCATION — This course provides teachers, principals, and supervisors with instruction or redesigned methods for instruction to include the development of specifications indicating what is to be taught and in what sequence or pattern.
5. PRACTICUM FOR PREVOCATIONAL EDUCATION — Provides instruction aimed at closely relating classroom (academic or theory) and practical experiences for students, individually or as a group.

6. **VOCATIONAL GUIDANCE** -- This course is designed to provide methods or techniques to assist individuals in understanding his/her abilities, interests and aptitudes as they relate to occupations of interest to the individual(s). This course also presents facts about jobs and occupational fields, requirements of various occupations, employment, and opportunities to make meaningful and realistic career choices.

There are alternatives for teacher preparation or professional growth. In the description of the alternatives, the assumption is made that persons seeking professional growth have the basic concepts and a valid perception of the course or are under the guidance of an individual with professional knowledge of prevocational education. The following alternatives for teacher preparation are available.

1. **INDEPENDENT STUDY** -- A self-initiated study of the course or a recommended scenario is undertaken by a college or university instructor for self-improvement through research, field experience, interviews, etc.
2. **CORRESPONDENCE COURSES** -- Courses developed by an accredited institution of higher learning provide a systematic exchange of information and instruction through the mail regarding subject matter of the course(s).
3. **INTERNSHIP FOR PREVOCATIONAL EDUCATION** -- A prospective teacher is employed and receives supervised practice within the school/district program.
4. **APPRENTICE TEACHER** -- A recent undergraduate or an advanced student in a teacher training program performs the duties of a regular teacher under the supervision of a professional prevocational education instructor as a part of education and training work in a prevocational education program.

Advisory Committee

In an effort to ensure "quality" for prevocational education programs, local advisory committees are highly recommended by the Office of Vocational Education.

Advisory committees assist in making recommendations and provide information on the following topics: (1) curriculum development, (2) current and projected future employment practices in the vocational occupational areas, (3) employment supply and demands, (4) new and emerging occupations; (5) program planning and development, (6) needed instructional methods, (7) needed equipment and facilities, (8) protection for health and safety of the students, (9) public relations, and (10) technical assistance.

The advisory committee should include members who are interested and familiar with the purposes and objectives of prevocational education programs. The suggested advisory committee members are: (1) local school official/administrator, (2) guidance counselor, (3) vocational education center staff representative, (4) representative from business and industry, (5) community leaders, (6) parents, and (7) students. Teachers or school authorities are aware that each community make-up is different as it relates to the needs and wants of the students, business, and industries. They therefore have the option of selecting an appropriate advisory committee. An appropriate advisory committee, however, will have representation of both sexes as well as the racial and ethnic minorities of the community the program serves.

Curriculum and Instructional Development

The curriculum and instructional section is not designed to provide a comprehensive guide, nor is it a complete outline for the development of curriculum and instruction. Rationale and concepts relevant to curriculum development are presented as a guide.

Ralph W. Tyler, in his book entitled **Basic Principles of Curriculum and Instruction**, has formulated four questions to answer as a base for developing rationale for curriculum and instructional planning relevant for prevocational education. These questions are:

1. What educational purposes should the school education program seek to attain?
2. What educational experiences can be provided that are likely to attain the purposes?
3. How can these educational experiences be effectively organized?
4. How can we determine whether or not these purposes are being attained?

Curriculum planners finding valid and reliable answers to these questions will have a fundamental base for curriculum development. However, as an alternative, curriculum planners are encouraged to review other rationale to formulate concepts for curriculum development.

World of Work

There is a direct relationship between occupational information and the "World of Work"; these components are an integral part of each other. However, for the purpose of emphasis as part of the curriculum and instructional program, the "World of Work" is presented as a separate unit of instruction. Teachers presenting the unit have the option of teaching the unit as an integral part of the occupation information, presenting it separately, or dealing with it as a part of the orientation and exploration phase of the course.

The "World of Work" emphasizes the individual's responsibilities as a consumer, family member, parent, citizen, and employee. The curriculum and instructional materials developed by the State Office of Vocational Education include these topics.

1. Employment and American Economic Systems
2. Money Management, Financial and Credit
3. Personality Development
4. Choosing a Career
5. Education and Jobs
6. Job Interview and Working Relations

While these topics are indispensable as a part of the Work of Work Unit, they are not all inclusive. There are other excellent topics suitable for inclusion such as Finding Job Openings, Applying For A Job, and Self-Awareness.

Occupational Information

Based on the diverse nature of teacher preparation in the field of prevocational education, some instructors have failed to include occupational information as part of the curriculum and instructional program. It is important to emphasize that in spite of all developmental learning experiences and activities, students will not be able to obtain a valid perception of themselves as they relate to different occupations without adequate knowledge of the nature of work, working conditions, opportunities for advancement, salary/wages, and advantages and disadvantages of a variety of different occupational clusters.

There are many sources of occupational information: the Office of Vocational Education, South Carolina State Department of Education; South Carolina State Employment Security Commission; South Carolina State Department of Labor; **The Dictionary of Occupational Titles**, published by the Bureau of Employment Security; U. S. Department of Labor; **The Standard Industrial Classification Manual** published by the Bureau of Budget; Executive Office of the President of the United States; textbooks and periodicals; etc.

Occupational Orientation and Exploration

Occupational orientation and exploration through hands-on and/or practical experiences are indispensable phases of the program. These experiences provide awareness, insight, and knowledge in a variety of occupational education clusters as opposed to experience in only one area. Traditionally speaking, vocational educators agree that "students learn by doing." There are six occupational education clusters for orientation and exploration.

1. Agriculture Education
2. Business Education
3. Health Occupations Education
4. Home Economics Education
5. Marketing and Distributive Education
6. Trade and Industrial Education

Presently, instructional materials and equipment for the hands-on/practical experiences are available from the Office of Vocational Education. It is strongly suggested that each prevocational education program use these materials as a part of their curriculum and instructional programs.

Guidance Services and Procedures

Guidance services are methods used by prevocational teachers in cooperation with the guidance department to attain the objectives of the guidance and counseling component of the program. These services are:

1. To provide the student with cumulative evidence of his/her abilities, interests, and aptitudes.
2. To provide students with factual information about education and occupational opportunities.
3. To provide counseling to resolve or find solutions to career related problems.
4. To provide the students with information and assistance for occupational preparation (placement and follow-up).

These services are provided by established guidance and counseling procedures and techniques such as personal inventory, occupational information, counseling, and occupational preparation (placement and follow-up).

PERSONAL INVENTORY -- Personal inventory is a procedure used to attain information about the student in the following areas:

1. Interests
2. Mental Abilities
3. Verbal and Manual Skills
4. Special Aptitudes
5. Physical and Mental Limitations
6. Personality Patterns

7. Educational History
8. Home and Community Background

OCCUPATIONAL INFORMATION -- Occupational information is a part of the guidance service as well as the curriculum and instructional program.

VOCATIONAL COUNSELING -- Vocational counseling is individualized or group assistance to provide the following services:

1. To assist the student in the interpretation of personal data.
2. To assist the student in the identification of problems related to vocational, educational, and personal problems.
3. To assist the student in decision making as related to career choice.
4. To assist the student in the selection of a school appropriate for career preparation.
5. To assist the student, if necessary, in the modification of the career preparation plan.

CAREER PREPARATION (PLACEMENT AND FOLLOW-UP) -- Career preparation (placement and follow-up) is the final phase of the guidance services designed to aid the student in career preparation. Placement involves the process of selecting an appropriate school for education and training. This choice should be in accordance with the student's capabilities, readiness, educational background, and aspirations for career preparation. Follow-up is the procedure used to determine the student's status in the career preparation program. The information received should be used to aid the student in making necessary adjustments in the career preparation process and to evaluate the effectiveness of the prevocational education program.

As stated previously, guidance services must be a cooperative effort between the school's guidance department and the prevocational education teacher. It is essential to provide the best services possible to aid the student in the career decision-making process.

Instructional Plans

There are differences in local school districts' educational delivery systems, staff, facilities, and student needs. These elements have an effect on the organization of the curriculum and instructional programs; a situation which clearly indicates that the local school officials are in a better position to make the decision on the type of instructional plan(s) for their school/district. However, school administrators must remember that regardless of the instructional plan used to provide instruction, the plan must meet specifications stated in **Defined Minimum Standards for South Carolina School Districts** and program standards of the State Office of Vocational Education.

Alternative Instructional Plans

VOCATIONAL EDUCATION SERVICE AREA ROTATION PLAN — An instructional plan used by schools/districts to utilize the vocational centers' or comprehensive high schools' vocational teachers for prevocational education orientation and exploration. This plan requires one vocational teacher for each occupational exploratory cluster in the teacher's area of expertise or specialization.

SELF-CONTAINED INSTRUCTIONAL PLAN — Under this plan one certified prevocational education teacher provides instruction for all the vocational service areas offered in the program.

COMBINED GROUP INSTRUCTIONAL PLAN — Consists of two vocational teachers; each one dealing with one group of related vocational exploratory areas in his/her field of expertise.

TEAM-TEACHING INSTRUCTIONAL PLAN — Includes two or more vocational teachers who provide instruction in different occupational areas in the same laboratory/shop which serves to increase the number of exploratory areas. During the time allotted to a particular occupational area, each teacher is responsible for administration, management, and instruction. The students explore all the occupational areas available in the program.

FLOATING TEACHER INSTRUCTIONAL PLAN — One vocational teacher provides instruction in one or more occupational service areas at different schools in a particular school district.

The alternative instructional plans discussed above are not the final answer to providing prevocational education instruction to meet the objectives of the program. The intent is only to develop an awareness of alternative instructional plans for the program.

Instructional Materials

The Office of Vocational Education strives to assist local school districts in meeting their instructional materials needs. This is a continuous process which includes revising and developing new instructional materials for the prevocational education program.

From 1981 to 1983, the Office of Vocational Education, Vocational Curriculum Development Section, revised 38 instructional manuals and student learning activity guides, constructed and supplied kits with technical equipment, and developed a Kit Delivery-Return System to make these kits available to all local school districts. The kit numbers and an explanation of the Kit Delivery-Return System are located in Appendices B and C.

Safety Education Program

A safety education program is a vital part of the curriculum for prevocational education. In fact, safety and accident prevention for the students involved are the foremost considerations in the program planning and development process of the course.

Every student must be taught the skills and knowledge related to safety and accident prevention for participation in school activities and future employment. Each student must be able to recognize and understand dangerous conditions and know how to plan and handle his/her activities for safety based on the legal occupational standards, school policies, and needs for occupational safety.

Because of the scope and magnitude of safety and accident prevention and the purpose of this publication, this subject cannot be treated fully. However, a suggested outline for developing safety education programs is presented.

- I. School Administration Safety Policies
 - A. School Safety Plan
 - B. Staff Safety Responsibilities
 - C. Communication and Promotion of Positive Safety Attitudes
- II. Physical Facility Safety
 - A. Laboratory Floor Layout
 - B. Lighting and Ventilation
 - C. Fire Protection
 - D. Hazardous Materials
 - E. Housekeeping
 - F. Electrical Hazards
- III. Machinery and Machine Guards
 - A. Purpose of Guards
 - B. Guarding the Point of Operation
 - C. Legal Requirements
- IV. Hand Tools and Portable Electrical Tools Safety
 - A. Hand Tools Safety Practices
 - B. Portable Electrical Tools Safety Practices
 - C. Specific Hand Tools Safety Precautions
- V. Personal Protective Devices
 - A. Eye Protection
 - B. Protection of Clothing
 - C. Foot Protection
 - D. Respirators
- VI. Medical and First Aid Practices
 - A. Medical Care Procedures
 - B. First Aid Procedures

Safety Considerations

The word "safety" regarding machinery should actually go far beyond the general concept of providing guards over belts and pulleys and the conventional hood over revolving blades. The following practical safety considerations should be incorporated into any prevocational program.¹

¹These considerations are based on information present in "Some Safety Considerations," *Ideas and Planning Guide for Educational Facilities and Equipment*, Brodhead-Garrett.

- Safety should be given first consideration in all shop and laboratory planning. It is strongly advised that all portions of the area be clearly visible to the instructor.
- When a hazard exists around machines, place the machines so that students are not in the line of danger. Provide added protection by enclosing these machines in a safety zone painted on the floor.
- Allow for wide aisles of travel between benches, machines, and in the areas in front of tool panels and storage lockers. Allot special safe space to areas where molten, welding, heating treating, etc. are handled.
- Designate aisles of travel by painted lines similar to those used in industry. These aisles should be a minimum of three to four feet in width.
- Apply non-skid surfaces such as Ferrox or sand on shellac to the floor at machines to minimize the danger of slipping. Keep moisture absorbing materials regularly stocked for use on oily or wet areas.
- Maintain open floor space at entrances and exits to prevent congestion. Don't block doors.
- Locate tools and supplies as close to the work areas as practical to reduce travel interference.
- Provide toe space in bases for cabinets and benches to allow for the comfort and safety of the worker.
- Group work stations, tool panels, and equipment so that related activities can be carried on with a minimum of travel.
- Include fire alarm boxes in the shop areas, particularly in the hot metal and electrical areas.
- Extend sprinkler systems that may be installed in boiler rooms or elsewhere in the school to include the shop or laboratory areas. This would not only add to the safety factor, but could also lower insurance rates.
- Provide alternate personnel exits to afford maximum escape in case of emergency. Enclosed areas within the shop such as storage rooms, spray booths, etc. should be similarly equipped whenever possible.

There are many reliable commercial publications available as references for developing a safety education program. However, it is important that the program comply with Federal, State and local safety laws/regulations. For these reasons, it is recommended that each teacher obtain a copy of **South Carolina Occupational Safety and Health Standards for General Industry**, published by the Occupational Safety and Health Administration, South Carolina Department of Labor, and other safety materials published by OSHA. Other resource agencies are South Carolina State and Environmental Control, Office of Health Protection, South Carolina State Fire Marshal, and local safety and health agencies.

PHYSICAL FACILITIES AND EQUIPMENT

Various types of physical facilities and equipment are used for prevocational education programs such as classrooms, vocational shops/laboratories, and industrial arts laboratories. These facilities are utilized because conditions and circumstances dictate their use as alternatives to provide prevocational education for the students. This section will present concepts for planning, remodeling, or renovating new and existing facilities.

Educational Specifications²

The Council of Educational Facility Planners states that:

Educational specifications or program requirements are the means by which the educator describes the educational activities and spaces which need to be incorporated in a proposed new or renovated facility. They are written statements that serve as a vehicle of communication between the educator and architect.

A good educational facility is one that enhances the learning process. It is an effective tool for the learner and the professional staff and aids in the accomplishment of stated educational objectives.

They encourage the asking of hard questions like:

- What are our present objectives?
- How well are we achieving them?
- What should be our goals and objectives?
- What should be accomplished for the learners of our community?
- What activities will need to be carried out if we are to accomplish these objectives?

The Planning Team includes all persons who will work in the new facility, plus the school board and the architect.

What To Include In Educational Specifications

I. Introduction

- A. How this educational facility fits into the long range plan for educational facilities for the community
- B. Procedures followed in developing the educational specifications
- C. Procedures to be followed (including endorsement or approval steps) to convert written educational specifications into schematics, preliminary, working, and completed facility drawings
- D. The community to be served

²This section has been extracted from "Educational Specifications," *Idea and Planning Guide for Educational Facilities and Equipment*, Brodhead-Garrett.

II. Pupils to Be Served

- A. Grades or ages of pupils to be housed
- B. Number of pupils to be housed
- C. Provision for future expansion

III. Educational Program to Be Housed

- A. Philosophy of education
- B. Goals of the program
- C. Basic organization provisions
 - 1. Pupils
 - 2. Staff
 - 3. Time
 - 4. Materials
 - 5. Space

IV. General Environment Considerations for the Facility

- A. Visual
- B. Thermal
- C. Acoustic
- D. Aesthetic

V. Instructional Areas

- A. Objectives
- B. Activities to be housed
- C. Person to be housed
- D. Furniture and equipment to be housed
- E. Special requirements or considerations
 - 1. Environmental
 - 2. Climate control
- F. Space requirements (estimates)
- G. Cooperative or joint efforts with other instructional areas

TECHNICAL EQUIPMENT

A specific list of technical equipment for a prevocational education program is not presented because of the difference in needs for a particular geographical location of the State and/or school district. In any program, however, it is absolutely necessary to have the technical equipment to provide exploration in the six vocational service areas or an exact representation of the service areas at the vocational center/comprehensive high school.

Based on the fact that prevocational education is a career exploratory program, heavy duty or industrial type machinery/equipment is not necessary for an introductory experience to a variety of different occupations. It is suggested that school officials preparing to purchase equipment use the Summary of Instructor's Indices for Prevocational Activities, The Kit Construction Guide or the Technical Equipment List for each module by occupational service areas as indicated in the Kit Delivery -- Return System Manual as a guide for purchasing equipment.

PREVOCATIONAL EDUCATION PROGRAMS STANDARDS AND EVALUATION CRITERIA

The primary purpose of the program standards is to establish an acceptable level or desired performance essential for an effective, quality program. The evaluation criteria is the instrument used to determine the level or degree to which the desired performance has been attained.

The Office of Vocational Education has developed Vocational Education Program Standards and Evaluation Criteria for vocational education programs. These standards are based on federal and state regulations as well as elements essential for quality programs.

The major elements/component of the standards and evaluation criteria are:

1. Administration
2. Curriculum and Instruction
3. Professional Personnel
4. Student Services
5. Services to Special Programs
6. Financial Resources
7. Instructional Materials and Supplies
8. Facilities and Equipment

The Vocational Education Program Objectives and the Curriculum and Instruction Evaluation Criteria are presented in Appendices A and C.

SUMMARY

Prevocational education is a vital and indispensable component in the educational development process necessary for an individual to become self-reliant, socially adjusted, and economically efficient. This process is achieved through developmental learning activities in a variety of different occupations designed to assist students in making career choices for occupational preparation.

The first and most important factor to consider in the program planning and development process for prevocational education is the type of students accepted in the program. The presence of particular types of students dictates the educational offerings, including curriculum, instructional methods, materials, equipment, and facilities needed to meet the objectives of the program.

The fact exists that most vocational teachers are prepared to teach in a particular occupational cluster/specialization and have limited or no experience or preparation in a variety of occupational clusters. This situation indicates that additional preparation is needed to be an effective prevocational education teacher.

In an effort to ensure "quality" for prevocational education programs, local advisory committees are recommended with the appropriate membership representative of both sexes as well as the racial and ethnic minorities of the total community the program serves.

There are four basic questions to answer as a base for developing rationale for curriculum and instruction.

1. What educational purposes should the school/education program seek to attain?
2. What educational experiences can be provided that are likely to attain the purposes?
3. How can these educational experiences be effectively organized?
4. How can we determine whether these purposes are being attained?

The "World of Work" and occupational information are an integral part of each other. The two components can be taught as an integral part of the other, separately, or as a part of the orientation and exploration phase of the course.

Occupational orientation and exploration through hands-on and/or practical experiences are indispensable phases of the program. These experiences provide awareness, insight, and knowledge in a variety of occupational education clusters as opposed to experience in only one area.

Guidance services are provided by established guidance and counseling procedures and techniques such as personal inventory, occupational information, counseling, and occupational preparation (placement and follow-up).

Administrators must remember that regardless of the instructional plan used to provide instruction, the plan must meet the specifications stated in **Defined Minimum Standards for South Carolina School Districts** and program standards of the Office of Vocational Education.

The Office of Vocational Education strives to assist local school districts in meeting their instructional materials needs. This is a continuous process which includes revising and developing new instructional materials for the prevocational education program.

A safety education program is an integral part of the curriculum for prevocational education. In fact, safety and accident prevention for the students involved are the foremost considerations in the program planning and development process of the course.

A good educational facility will enhance the learning process. The presence of a good facility is an effective tool for the learner and the professional staff to meet the objectives of the program.

APPENDICES

APPENDIX A PROGRAM OBJECTIVES

Accepting the advice of the prevocational education advisory committee, the following list of program objectives was adopted by the Office of Vocational Education. The criteria for selecting the objectives were: (1) each objective must have been designated by both the administrator and teacher groups in the prevocational education study as "should be taught," and (2) each objective must be designated as relevant based on the professional judgement of the Office of Vocational Education staff in relationship to the purpose of the program.

Prevocational education should help students:

1. Learn about career opportunities.
2. Determine interests (likes and dislikes).
3. Identify skills and abilities.
4. Develop skills through hands-on experiences.
5. Make decisions about pursuing vocational training opportunities.
6. Learn how to work with and get along with others.
7. Develop an understanding about common skills, knowledge, processes, and procedures that can be transferred from one occupation to another.
8. Develop basic concepts about safety in work.
9. Develop insights into various facets of the world of work.
10. Perform self-evaluations of their interests, abilities, and values related to a variety of occupational roles.
11. Develop an understanding of the value and dignity of work.
12. Develop skills for decision making and planning activities as preparation for career selection and future education related to his/her life's work.
13. Develop self-discipline.
14. Use tools and materials properly and safely.
15. Understand employers' expectations in a variety of occupational areas.
16. Acquire knowledge about job requirements, job opportunities, and educational background needed to advance on the job.
17. Develop respect for quality workmanship and for the value of all labor.

APPENDIX B PREVOCATIONAL EDUCATION KIT DELIVERY—RETURN SYSTEM

Introduction

The Prevocational Education Kit Delivery-Return System is designed to provide technical equipment to be used with the Prevocational Education Student Learning Activity Guides and Instructor Manuals. First priority prevocational education kit loans will be given to the prevocational education programs outside the Appalachian Region. This is due to the fact that the Appalachian Regional Commission decided to retain the original kits for use within the region. There are currently five sites within the region from which the original kits can be obtained. These kits were developed to make similar materials and equipment available to the remainder of the prevocational education programs in the state.

The prevocational education kits will provide the technical equipment, Instructor's Manual, and Student Learning Activity Guides ONLY. The expendable or other materials WILL BE SUPPLIED BY THE SCHOOL. The Vocational Education Curriculum Development Section has a limited supply of kits available for distribution. For this reason, the prevocational education kits WILL BE LOANED ON A FIRST REQUEST BASIS.

School districts utilizing these technical equipment kits are responsible for the replacement of all items lost or broken while in their possession. Broken or lost items must be replaced before returning kits to the Vocational Education Curriculum Development Section.

Prevocational Education Kit Delivery-Return System Options

The three options for the Prevocational Education Kit Delivery-Return System are:

1. Upon request, the Vocational Education Curriculum Development Section will ship prevocational education kits C.O.D. and the school will return kits prepaid utilizing commercial trucking.
2. The school officials will be responsible for prevocational education kit delivery and return.
3. Office of Vocational Education personnel will transport kits to requesting school districts in state cars when traveling to the district on official business at the time the kit is needed. This will only apply to those kits which can be transported in regular sedan automobiles. It will then be the responsibility of the local district to see that the kit(s) is returned to the Vocational Curriculum Development Section in Columbia when it is scheduled to be returned. This delivery-return option will require close coordination between the local school districts and the Office of Vocational Education.

To obtain further information contact:
Prevocational Consultant
Vocational Curriculum Development Section
1237 Gadsden Street
Columbia, South Carolina 29201

APPENDIX C
STANDARDS AND EVALUATION CRITERIA

D CURRICULUM AND INSTRUCTION

- D.1 Each Vocational Education service area and each program within the Trade and Industrial Education service area receiving vocational financial assistance shall establish an advisory committee. The committees shall contribute to the determination of program needs, objectives and course content. (S, Q)
- D.2 Course syllabi identifying major units of study, performance-based instructional objectives, sequenced learning experiences and use of community and other resources, shall be used within each vocational program. (Q)
- D.3 For each vocational course, time shall be provided for classroom instruction, laboratory work, student organization activities, field trips and occupational/clinical experiences as necessary to prepare students for entry level employment and/or advanced study. (F, Q)
- D.4 Enrollments in vocational education classes shall comply with standards outlined in the **Defined Minimum Program**. (S)
- D.5 Programs utilizing the cooperative method of instruction shall have training agreements and training plans, provide for regular coordination visits by the teacher coordinator, include periodic written evaluations of student performance by the employer, and be operated in accordance with the provisions of all local, state and federal labor laws. (F, S, Q)
- D.6 Community resources shall be identified and utilized to enhance the quality of the instructional program. (Q)
- D.7 When disadvantaged or handicapped students are enrolled in vocational courses, they shall receive appropriate vocational services and materials. (F, S, Q)
- D.8 Students shall have access to the vocational student organization which is an integral part of the instructional program in which they are enrolled. (F, Q)
- D.9 Safety instruction which is in compliance with all federal, state, and local laws shall be provided in all vocational subject areas. (Q)
- D.10 Instructional materials and supplies shall be available for each student in all vocational programs. (Q)
- D.11 The learning environment in which the vocational student is trained, including the instructional laboratory, related instructional area, and tools and equipment, shall duplicate as nearly as possible the actual work situation found in the occupation for which training is provided. (Q)

D.12 Facilities and equipment shall meet all local, state and federal safety requirements. (Q)

D.13 Facilities for vocational education programs shall be designed, constructed and equipped to provide a favorable climate for learning in a safe environment and shall meet or exceed the space requirements designated by the State Board of Education. (S, Q)